

COURSE SELECTION HANDBOOK



**NACKAWIC HIGH SCHOOL
2024-2025**

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OUR GOAL

Vision: A community of engaged learners, preparing to meet tomorrow's challenges

The staff at Nackawic High School believes that high school curriculum should focus on preparing students for the transition from school to a rapidly changing social and economic environment and to prepare students to enter the workplace, to be lifelong learners and to be productive members of society.

INTRODUCTION

This booklet has been prepared to provide two scenarios for students in high school. One scenario will be for students graduating in 2025 and another for students graduating in 2026 and beyond. It provides all the information necessary to complete the course selections and should be read carefully. Students should do the following before completing the option sheet:

1. Read the organizational section carefully.
2. Read the course descriptions.
3. Choose the compulsory and optional courses that will enable the student to qualify for a New Brunswick High School Diploma.
4. Discuss the choices at home. Speak with a Guidance Counselor, Teacher Advisor, or the School Administration to ensure the courses meet the student's needs.

SCHOOL OFFICIALS WILL ADVISE, BUT THE ULTIMATE RESPONSIBILITY FOR COURSE SELECTION LIES WITH STUDENTS AND THEIR PARENT(S) OR GUARDIAN(S).

Receiving a graduation diploma does not guarantee admission to post-secondary education. It is the responsibility of students to ensure their course selections qualify them for admittance to further studies after high school. Guidance Counselors are available to assist students with making the choices to ensure students' goals are met.

THE SCHOOL RETAINS THE RIGHT TO WITHDRAW COURSES LISTED HEREIN BASED ON REGISTRATION DATA AND AVAILABILITY OF TEACHING STAFF. SOME COURSES MAYBE OFFERED IN ALTERNATE YEARS.



Nackawic High School
Home of the Nighthawks

General Information

Personalized Learning Educational Plan

Students who require an Adjusted Curriculum or Individual Personal Learning Plan (PLP) are eligible to have course content adjusted to meet their learning needs. The student's course selections should be done in consultation with the Resource Teacher, Guidance Counselors and Parents.

Course Levels

All courses have a name and number. The first two digits indicate grade, and the third digit indicates the level.

Open or "0" courses are offered to all at one level only.

ex: Entrepreneurship 110

Level 2 courses are academic/university/college preparatory.

ex: Biology 122

Level 3 courses are general/college preparatory.

ex: English 123

Some electives are open to Grade 10, 11 and 12; read descriptions and possible pre-requisites carefully.

Course Fees and Applications:

Please note that some courses require additional supplies and/or payment of lab, or other fees. Some courses require applications so please take note of those in the course handbook.

Distance Education

Several courses are offered through Distance Education and may be available to meet specific circumstances. Distance Education courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. Final approval for these courses is made by the school. For further information go to www.nbvhs.nbed.nb.ca or see Guidance for an application form.

The distance learner is the student who:

- Learns independently
- Views learning positively
- Is self-disciplined
- Manages their time well
- Enjoys working alone
- Expresses themselves clearly, in writing
- Has good, basic computer skills
- Values the role of technology in learning
- Loves to problem-solve and thinks critically
- Has defined educational goals

TECHNOLOGY EDUCATION AND SKILLED TRADES

Technology Education and Skilled Trades provides students with opportunities for problem solving, designing, creating, and addressing current trends and issues. Student's use and study technology to create practical solutions to problems - individually or in groups - to develop technological skills, knowledge, and work ethics.

Technology Education enables students to explore their ideas, gain practical experiences, and work through thinking processes in a safe and supportive environment. Technology Education allows learners to evaluate their strengths and interests in career choices. It also reflects rapid changes in the workplace and allows students to make informed decisions about their futures while providing a foundation of skills that enable high school students to be gainfully employed after graduation—either full-time or while continuing their education or training.

Students enrolled in some High School Technology Education and Skilled Trades courses may use a percentage of their hours towards Apprenticeship training. Grade 11 and 12 skilled trades course may be

used towards the Fine Arts/Life Role requirement for graduation. Please check with Mr. Gallop or review the grad requirements to clarify.

Sample of Technology Education and Skilled Trades Courses at NHS

Automotive Electrical Systems 120	Framing and Sheathing 110
Tech 9	Internal Combustion Engine 110
Electrical Wiring 110	Metals Fabrication 110
Computer Science 110	Metals Processing 110
Computer Science 120	Mill & Cabinet Work 120
Culinary Technology 110	Power Train and Chassis 110
Culinary Technology 120	Residential Finish 120
Digital Production 120	Production Welding 120

Special Programs

In addition to the range of compulsory and elective courses available to you, the following programs offer students the opportunity to enroll in courses that support their special interests and/or career goals.

Career and Transition Planning

A variety of elective courses are offered to support the career interests of students. In addition, specific interests may also be explored through on-the-job work placements in Cooperative Education 120. This course provides opportunities to gain work experience and develop workplace skills as part of your high school program. Workplace opportunities exist in many different areas. **Additionally, placements in trades related areas may be used as hours credited towards apprenticeship.**

**Two new career specific co-op programs are being offered now: Long-term Care Co-op and Introduction to Early Childhood 120 Co-op. See your guidance counselor for more information.

Challenge for Credit/ Fast Track Options

Students who have completed one of the following may qualify to earn up to **8 credit hours** credits toward graduation. Please see your school counsellor for more details.

- 101/Fundamentals level Coaching Certificate (Competition or Instruction Stream)
- Cadet Level 4
- Duke of Edinburgh's Award Silver or Gold level
- High School Summer French Program at l'Université de Moncton
- Imagine NB, Girl Scouts Trailblazer Silver Award
- Immersion program of Université Sainte-Anne
- Junior Achievement "Be Entrepreneurial" Program Certificate
- Les Jeunes Chanteurs d'Acadie
- National Lifesaving Society Certificate (NLS)
- Scout Exploration Activity Award
- Shad Canada
- Université de Moncton - Explore Jeunesse Program
- Université de Moncton Junior-High School Program
- YMCA Summer Work Student Exchange (SWSE)
- YMCA Community Action Network (YCAN)
- YMCA Youth Exchanges Canada program (travel or virtual)

Essential Skills Achievement Pathway (ESAP) Program

The Essential Skills Achievement Pathway (ESAP) Program is an opportunity for students to earn a high school diploma that prepares them for a post-secondary education, apprenticeship, or the world of work. The program consists of personalized learning opportunities that allow students to explore their skills, talents, abilities, and interests while intentionally attaining the 9 federally identified Essential Skills (i.e.,

reading text, document use, writing, numeracy, oral communication, thinking skills, working with others, computer use and continuous learning.)

Proficiency in these skills is demonstrated and evaluated through problem and project-based learning in the classroom, community, and workplace. The ESAP program prepares students for the current skills-based economy as well as future work, learning and life. Students must select this pathway in grade 10. More information will be provided to students entering Grade 10 in the academic year 2024-2025. If there are any questions, please see Guidance.

Personal Interest Courses (1 and 2)

Designed for grade 11 and 12 students, the one or two credit Personal Interest course will appeal to those interested in a self-directed exploration of a topic or subject of their own choosing. Students selecting this course are provided with the time and opportunity, to develop and pursue personal interests.

Students will be required to design the program of study in conjunction with their teacher, and/or other mentors in the school or community. Students must follow safety guidelines and review and follow policies related to their projects. Students will need a high degree of independence and there is an application process for those interested. The outcomes for the Personal Interest course are based on the New Brunswick Global Competencies. Application required—see Guidance.

NBTAP (New Brunswick Trades Apprenticeship Program)

The New Brunswick Teen Apprentice Program (NBTAP) is an industry-led pre-apprentice program for students starting in Grade 10 or 11 that gives students a head start on an exciting career in the skilled trades. Over two or three paid summer work terms, NBTAP Student Apprentices are coached and mentored by a skilled trades employer, learning practical trade and workplace skills. NBTAP hours achieved in the summer can be used for credit hours at Nackawic High School. See Guidance for details or visit www.nbtap.ca ****Completion of 200 hours of NBTAP employment allows a student to apply for 4 credit hours towards graduation (to a maximum of 12). – See Guidance**

Course Changes

Students, with the help of parents, are encouraged to carefully consider their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as career interests. To aid in this selection, teachers and guidance are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for a course change due to Summer School results will be accommodated, if space allows, and if requested at the time summer school ends.

Requests for a course change initiated once school opens in September must be submitted using a Course Change Request form by the Friday following the first day of classes. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested. All requests for a second semester course change must be submitted by the Friday following the first day of classes in the second semester.

After the above dates, all requests for course changes must be submitted to Guidance for forwarding to NHS Student Services team for special consideration. These requests will be considered up until the last Friday of September for the first semester and the last Friday of February for the second semester.

GENERAL NOTES

It is necessary for students to accept a large part of the responsibility for choosing their own courses with wisdom and foresight. These choices must be made early in the year if the work in connection with individual scheduling is to be completed in time for September school opening.

Entrance requirements for universities and community colleges must play an important role in course selection. It is important to note that POST SECONDARY ENTRANCE REQUIREMENTS MAY BE VERY

DIFFERENT FROM HIGH SCHOOL GRADUATION REQUIREMENTS. Students should consult with Guidance regarding entrance requirements for specific courses at post-secondary institutions.

The school will endeavor to provide counseling services to assist students in selecting courses. The following factors will be considered:

- (a) long-term education and skilled trades' goals
- (b) achievement in previous school experiences
- (c) demonstrated attitudes toward school subjects
- (d) mental and manual aptitudes

Parents and students are requested to give course choices serious consideration, as it is difficult to make course changes during the school year. Parents and students are invited to consult with the school on any matter regarding course selection at any time.

ELECTIVE COURSES

Elective courses are designed to allow students flexibility in completing their requirements for graduation. Students may choose a broad program, or they may choose to concentrate in one specialized area of the curriculum, such as, Science, Business Education, or Skilled Trades and Technology. Elective courses may be selected from any of the compulsory clusters or from any of the following prescribed courses.

STU – UNB DUAL CREDIT PROGRAM

Grade 12 students can apply to take part in this enrichment program that allows them to take one course at UNB or St. Thomas University during the school day. Successful applicants can attain a high school credit on their NHS transcript and be awarded university credits.

FRENCH IMMERSION PROGRAM - CERTIFICATE OF ORAL PROFICIENCY

All students enrolled in either Post Intensive French 120 or FI Language Arts 120 will be interviewed by a professional interviewer from the Department of Education. Those students who have completed all the required French courses (Post-Intensive or Immersion) from Elementary to Grade 12 will be presented a certificate at Graduation indicating their level of oral proficiency.

The interview assesses pronunciation, grammatical accuracy, vocabulary, fluency, and listening comprehension. It produces a single, overall language proficiency score based on a scale from “Not Ratable” to “Superior”. Some levels may have a plus which indicates that proficiency is higher than the level shown, but not high enough to warrant the next level.

CERTIFICATE OF IMMERSION

To obtain the Certificate of Completion of Immersion, a student must meet the following requirements:

- 50% of instruction in French in Grades 9 and 10
- Five (5) (25%) French Immersion credits successfully taken during the Grade 11 and 12 years.

The certificate shall be presented at Graduation.

New Brunswick High School Graduation Requirements for Students Graduating in 2025

In order to graduate, you must meet all of the following requirements:

- Complete the entire Grade 9-10 program.
- Pass the English Language Proficiency Assessment.
- Earn at least 72 credit hours in Grades 10-12, including compulsory courses listed below.
- **At least five of the courses must be at the grade 12 level including English 12.**

7 Compulsory courses (must select and pass)

- English Language Arts Literary Text 11
- English Language Arts Informational Text 11
- Math – must pass **two** of (Numbers Relations and Functions 10 **and either** Finance and Workplace 110 **OR** Foundations 110) **OR** (Finance & Workplace 110 **and either** Finance & Work Math 120 **OR** NBCC Skill Trades Work Ready 120)
- 1 Science course (see list of options below)
- 1 Humanities course (see list of options below)
- 1 Fine Arts & Life Role Development course (see list of options below)
- English 12

***Notes- French Immersion students must successfully complete five of their Grade 11/12 courses (over the two years) in French to obtain their FI certificate in grade 12.**

Humanities Options

Canadian History 122 or FI/FSL Canadian History 122, Modern History 11 **or** FI/FSL Modern History 11 and World Issues 120.

Science Options

Automotive Electrical Systems 120, Biology, Chemistry, Human Physiology 110, Environmental Geoscience 110, Environmental Science 120, and Physics.

Fine Arts/Life Role Development

*Automotive Electrical Systems 120, Cooperative Education 120, Creative Arts 110, Culinary Technology 110/120, Dramatic Arts 110/120, Early Childhood Coop 120, Electrical Wiring 110/120, Entrepreneurship 110, Fashion Technology & Design 110/120, FI/FSL Individual Family Wellness 120, Framing and Sheathing 110, Growth, Goals & Grit 120, Housing & Interior Design 120, Individual & Family Wellness 120, Internal Combustion Engines 110, Introduction to Skilled Trades 110, Long-term Care Coop 120, Metals Fabrication (Welding) 110/120 Metals Processing 110, Mill and Cabinet 120, Music 112, Music 122, Nutrition for Healthy Living 120, Outdoor Education 110, Power Chain and Chassis 110, Residential Finish 120, Sport & Recreation Leadership 120, Visual Arts 110/120, and Wellness through Physical Education 110

*Automotive Electrical Systems 120 – if used as a science credit, students must select a different Fine Arts/Life Role credit.

New Brunswick High School Graduation Requirements for Students Graduating in 2026 and Beyond

In order to graduate, you must meet all of the following requirements:

- A minimum of 100 Credit Hours.
 - Each course passed counts as 4 Credit Hours.
 - Complete compulsory credit-hours in each cluster in grades 10 through 12.
 - Pass the English Language Proficiency Assessment.
- *Courses cannot be counted in more than one cluster.

Courses that are required for graduation and therefore must be passed by all students are:

- English Language Arts 10 Foundational
 - English Language Arts 11 Foundational
 - English Language Arts 12
 - Post Intensive French 10 **OR** FI Language Arts 10
 - Civics **OR** FI Civics
 - Geometry Measurement and Finance 10 **OR** FI Geometry, Measurement and Finance 10
- *** Students in French Immersion require 40 Credit Hours in French in grades 10 - 12**



Cluster	Required Courses	Options
<p>LANGUAGES & LITERACIES (24 CH)</p>	<p>Grade 10 – English 10 Foundational **English 10 Extended PIF 10 or FILA 10</p> <p>Grade 11 – English 112/113 Foundational</p> <p>Grade 12 – English 122/123</p> <p>** recommended for all</p>	<p>English Language Arts 11 Extended FI Language Arts 110 (Early or late) FI Language Arts 120 (Early or late) FSL Technique to Communication 110/120 Intro to Wolastoquey 110 Media Studies 120* Post Intensive French 110/120 Spanish 120 Writing 110</p>
<p>HUMANITIES (8 CH)</p>	<p>Grade 10 - Civics or FI Civics</p>	<p>Students must choose at least one course from the designated History Course List: Ancient and Medieval History 110 Canadian History 122 FI Modern History 112 FI/FSL Canadian History 122 Modern History 112 or 113 World Issues 120</p> <p>Optional Humanities Courses: Economics 120 Law 120 Political Science 120 Sociology 120</p>
<p>MATHEMATICS (12 CH)</p>	<p>Grade 10</p> <p>- Geometry, Measurement & Finance 10 or - FI Geometry, Measurement & Finance 10</p>	<p>Financial & Workplace Mathematics 110 Financial & Workplace Mathematics 120 Foundations of Mathematics 110 Foundations of Mathematics 120 NBCC Skilled Trades & Work Ready Math 120 Numbers Relations & Functions 10 Pre-calculus 110 Pre-Calculus 120A/B Calculus 120</p>
<p>SCIENCE (8CH)</p>	<p>Grade 10</p> <p>**Science for Sustainable Societies 10 or **FI/FSL Science for Sustainable Societies 10</p> <p>**Strongly recommended for all students</p>	<p>Auto Electrical Systems 120* Biology 112 Biology 122 Chemistry 112 Chemistry 122 Environmental Geoscience 110 Environmental Science 120 Human Physiology 110 Physics 112 Physics 122</p>

Cluster	Required	Options
Personalized Well-Being (20CH)	Creative Arts (4CH)	Creative Arts 110 Digital Production 120 Dramatic Arts 110 Dramatic Arts 120 Fashion Technology and Design 110/120 Graphic Art & Design 110 Housing and Interior Design 120 Media Studies 120 Music 10 Music 112 Visual Arts 10 Visual Arts 110 Visual Arts 120
	Wellness & Physical Education (4CH)	Physical Education 10 Early Childhood Development 120 Individual and Family Wellness 120 Human Services 110 Wellness through Physical Education 110 Yoga 110 Psychology 110 Psychology 120 Sport and Recreation Leadership 120 Nutrition for Healthy Living 120 Outdoor Education 110
	Career Connected (4CH)	Career Occupational: Career Pathway Design 10 Coop 120 Entrepreneurship 110 Fashion Technology and Design 110/120 Information and Communication Technology: Computer Science 110 Computer Science 120 Skilled Trades: Automotive Electrical Systems 120* Culinary Technology 110 / 120 Electrical Wiring 110 Framing and Sheathing 110 Internal Combustion Engines 110 Intro to Skilled Trades 110 Goals, Growth, and Grit 120 Housing and Interior Design 120 Hospitality and Tourism 110 Digital Production 120 Metals Fabrication/Welding 110/120 Metals Processing 110 Mill and Cabinet Work 120 Power Train and Chassis 110 Residential Finish 120
	Another (8CH)	An additional 8 CH from any of the Personalized Wellbeing including: Creative Arts, Wellness & Physical Education, Career, Information Communication Technology, Occupational and Skilled Trades
Core Cluster lectives	(8CH)	An additional 8 CH from any of the core clusters including. Language and Literacies, Humanities, Mathematics, Science, Personalized Wellbeing.
Other	(20 CH)	A minimum of 20 additional credit hours which may include elective courses from the core clusters, up to 8 credit hours from Challenge for Credit Courses , 4 credit hours of independent study, and/or 8 credit hours for Locally Developed Courses.

VIRTUAL HIGH SCHOOL ONLINE COURSES

New Brunswick Virtual Learning Centre (NBVLC) offers expanded learning opportunities to all high school students in the province by allowing registered students to access courses online, anywhere, anytime. Course offerings currently consist of over 40 high school courses, including all required courses at the grades 11 and 12 levels as well as many optional and advanced level courses. This allows students to access courses that, because of scheduling conflicts, illness, or limited course availability in their own schools, might not otherwise be available to them. There are a number of Grade 10 courses being offered and more are in development.

New Brunswick Virtual Learning Centre (NBVLC), which is constantly being improved, updated and expanded, emphasizes a facilitated learning approach. In such an approach, online teachers use online course chat rooms, discussion boards, email and videoconferencing to engage students in the learning process as well as to answer specific queries students may have.

Local facilitators are on hand at the students' schools to ensure that the students can access and use all of the tools and equipment they need to complete the course. Students, for their part, work independently, completing online interactive activities, assignments and tests as they progress through the course.

It is the experience of Nackawic High School that our students either do extremely well in online courses or they do very poorly. These are not easy courses, and we urge caution when choosing an online course as there is not any constant reminders from teachers to complete assignments and projects. For this reason, many students procrastinate on these courses and end up quite behind as the semester progresses. Student's must have access to the internet at home, must have a headset with microphone if their course requires and must commit to spending 3 to 5 hours a week on this course outside of the school day each week.



COURSE SELECTION
Choosing the Path to Your Purpose



GUIDANCE SERVICES

The Guidance office is located the first floor. Our Guidance Center is open to students throughout the day. Appointments are required during class time, but students are welcome on a walk-in basis, in the morning before period one, during lunch hour, and after school. Appointments can be made at the main office or by seeing your Counsellor.

Counsellors provide students with guidance/counselling services in the areas of career education, post-secondary options, student loans, scholarships, personal issues, wellness, and referrals to other services in our region.

The Guidance Centre has a wide variety of academic information pertaining to Canadian Universities, Technical or Trade Schools, Community Colleges, Private Schools and Apprenticeship Training. Students may obtain this information by meeting with a Counselor or by browsing through our many brochures, calendars, pamphlets, or school website via the Internet.

Career Education

A tool that is being used to help students determine career interests and establish an after high school plan is myBlueprint.

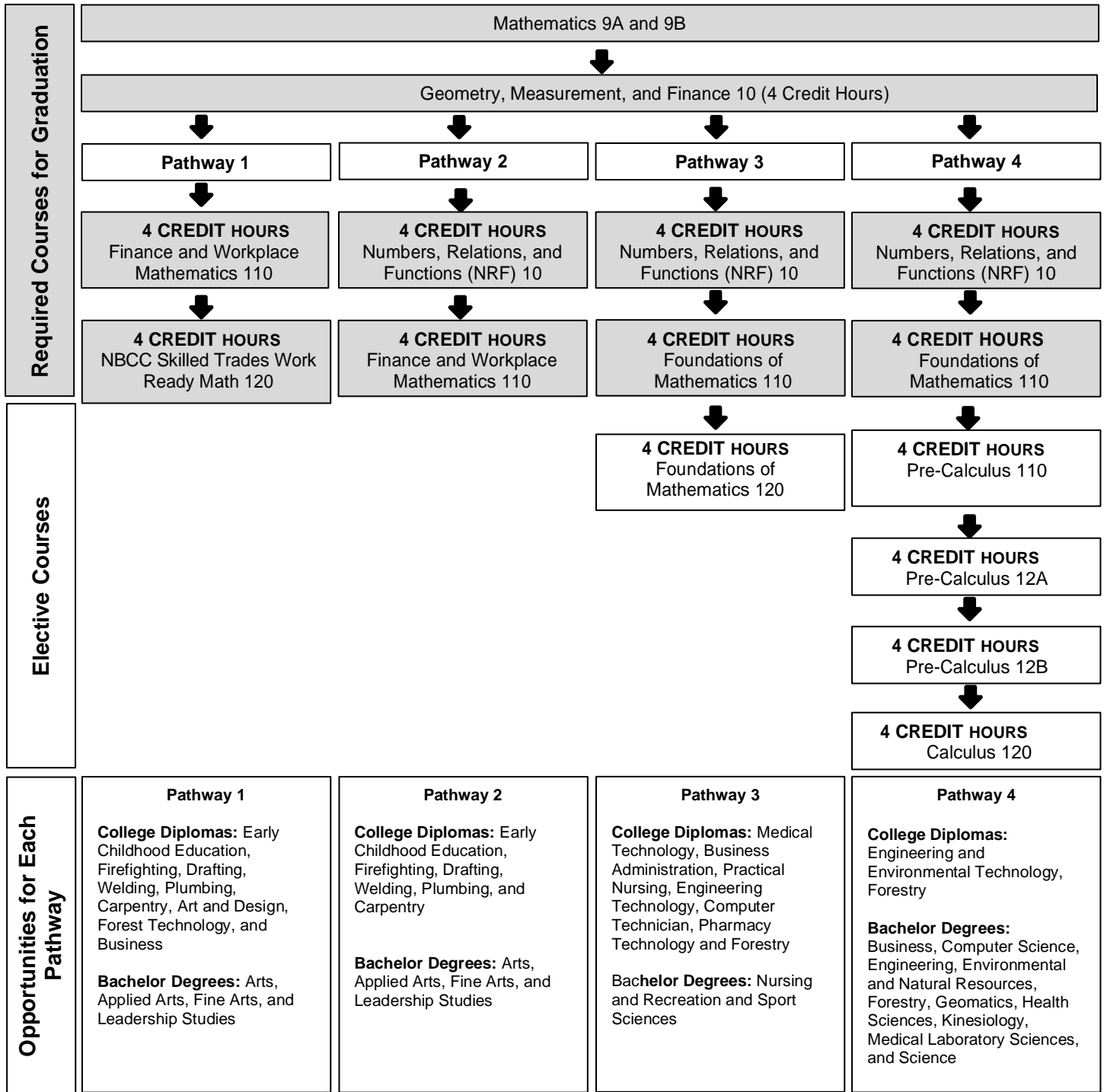
How to Create an Account: Visit – myblueprint.ca/anglophonewest

1. Click '**Sign up**'
2. Select **Your School** + Create an Account



Graduation Pathways for Mathematics

Each pathway is designed to provide students with the mathematical competencies and critical thinking skills they will need after high school. Students should select courses in the pathway that best fits their interests and plans for after high school. Each pathway provides students with a different focus on math concepts and skills. Students may choose to take additional mathematics courses beyond the graduation requirements to better prepare them for what they want to do following high school.



It is important to confirm entrance requirements for the specific program(s) in which you are interested. Requirements may vary between institutions and programs of study.

A

ADVANCED TRAINING PRINCIPLES 110 (FITNESS 110)

Fitness 110 is a course which develops and improves one's physical fitness level. The course is designed for students to learn about training and the importance of physical fitness for life. Daily training will include; daily running, circuits, weight training, various fitness **test**

AGRICULTURE 110

Agriculture 110 is a New Brunswick high school course intended to formalize course knowledge that was previously offered in some school locations as a local option course. The curriculum provides introductory Agriculture knowledge and skills, experiential learning opportunities, and culminates in a learner-led project proposal or business plan. The careers and technologies referenced in the course include New Brunswick practices over time as well as present contexts.

ANCIENT AND MEDIEVAL HISTORY 110

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured.

Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

Ancient and Medieval History 110 addresses big ideas in civics and Indigenous perspectives and ways of knowing through the study of the distant past. It fosters thoughtful and engaged citizenship through the examination of enduring human issues and questions. The course engages students by presenting them with exciting content and issues that help to explain the world around them today.

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This one-credit course is designed to introduce students to the theory of operation and basic service of the automotive electrical system. It will also cover electrical symbols, batteries, lighting, cranking, and charging systems. Students selecting this course should also select Tune-up & Emissions 120. This course may be used as a science credit. **Personal Safety Equipment Required**

B

BIOLOGY 112

Biology 112 is a one semester introductory course which is intended to better acquaint students with, and awaken their interest in, living things. Some topics for study include cell structure and function, biodiversity and classification, digestion, circulation and blood, respiration, excretory system, and immunity. Throughout the semester students will be required to master essential areas of curriculum to obtain credit in this course. Extension opportunities will be available to deepen student understanding of the content. Students will be required to do a great deal of work and study, both in class and at home to master the essential requirements of this course. Hands-on activities and laboratory activities will complement the content of each unit of study. **Recommended: GMF 10, Science 10, NRF 10.**

BIOLOGY 122

Biology 122 is a one-semester course that is designed for students who plan to attend university. This course includes the following topics: genetics, evolution, the nervous system, the endocrine system, reproduction, and development. Throughout the semester students will be required to master essential areas of curriculum to obtain credit in this course. Extension opportunities will be available to deepen student understanding of the content. Students will be required to put in a great deal of work and study, both in class and at home, to master the essential requirements of this course. Hands-on activities and laboratory activities will complement the content of each unit of study.

BUSINESS MANAGEMENT 120

This course will allow students to survey all aspects of business and stimulate interest to pursue studies at a post-secondary level as they become aware of career opportunities and the challenges of the entrepreneur in a global setting. This is an introductory course that pertains to business organization, ownership, operation, and management. It will focus on the Canadian Business System and deal with large and small businesses as they function successfully within the system. The course will be organized in a co-operative learning style with seminars, case studies and opportunity for research and sharing of information on such topics as: management of personnel, sources of funding, labour relations, stock market, establishing the best marketing mix for success, dealing with customers, government and the law, and organizational skills. This course may be accepted as a university entrance credit at some institutions.

C

CALCULUS 120

This is the last course offered in Pathway 4 and follows Pre-Calculus B 120. This course develops the concepts of average and instantaneous rates of change. Derivatives are determined by applying the definition of a derivative and the derivative rules including the Chain Rule and are determined for trigonometric functions. Limits and derivatives of exponential and logarithmic functions are found. Calculus techniques are used to sketch graphs of functions, and to solve optimization problems. Problems are solved involving inverse trigonometric functions, involving related rates, and involving the application of the integral of a function from a variety of fields. The definite integral and the antiderivative of a function are determined. This course is recommended for students interested in post-secondary programs in science, engineering, and mathematics, though it may not be a required entrance requirement. **Prerequisite: Pre-Calculus A 120 and Pre-Calculus B 120**

CANADIAN GEOGRAPHY 120

This course is a study of the ever-changing cultural and physical landscapes of Canada and how they impact on each other. It considers where things are, why they are there, and the significance of these with respect to future patterns. Included is an examination of environmental and Canadian geographical issues that are currently pertinent to the lives of Canadians. Students will use a wide range of information and skills to project a vision of Canada in the future. Canadian Geography 120 is accepted for university entrance.

CANADIAN HISTORY 122

The objective of Canadian History 122 is to examine the socio-economic, political, and cultural development of post-Confederation Canada. Various themes will be explored throughout the course including nationalism, regionalism, immigration, imperialism, industrialization, and urbanization.

CAREER PATHWAY DESIGN 10

Students will examine the following topics, thinking about potential career pathways (planning pathways, life-long learning, personal wellness and planning for success), exploring potential career pathways (employment readiness, collaborative career decision making and life after high school) and experiencing potential career pathways (experiencing career pathways and reinforcing career pathways)

CHILDREN'S LITERATURE 120

Do you love reading? Do you ever think about where your love of reading began? For many of us, it began when we were children through the reading of many children's classics. In this course we will explore the history of children's literature, how images and text work together to create meaning, and social representation in children's books. Students will also use their knowledge while engaging with groups of younger students at neighboring daycares/schools.

CHEMISTRY 112

This course is the first of two sequential university prep chemistry courses and introduces students to matter, elements, compounds, chemical reactions, and the stoichiometric calculations associated with chemical reactions. Students choosing this course should have a strong mathematical/number sense and a strong grasp of the Chemistry concepts covered in science 9 and 10. Labs are used to reinforce the key concepts learned in this class. A credit in Chemistry may be required for certain programs at Universities and Colleges. This course should be taken in conjunction with Foundations of Mathematics 110.

Recommended Background: GMF 10, Science 10. NRF 10, Foundations of Mathematics 110

CHEMISTRY 122

Chemistry 122 is the second of two sequential university prep chemistry courses, the theory covered in this course will be displayed directly through applied mathematics. The topics include thermochemistry, solutions, kinetics, equilibrium, acids and bases, and organic chemistry. Labs are used to reinforce many of the concepts learned in class. **Prerequisite: Chemistry 112. Recommended background: Foundations of Mathematics 110.**

COMPUTER SCIENCE 110

Computer Science is fast becoming valued to persons wishing to understand computer careers, software development, and information management. This course focuses on science and technology related knowledge to solve real computer science problems, creating authentic learning situations. Students assess existing programs/games, create games, research, redesign and develop value added programs within the gaming framework.

COMPUTER SCIENCE 120

This course is recommended for students with a strong interest in computer programming. Students will learn the basic syntax of the Java language, program Java Applets and write simple programs using object-

oriented design principles. The course provides a good foundation for students who wish to pursue a post-secondary program in computer science. **Computer Science 110 is recommended, but not required**, as a prerequisite for Computer Science 120.

COOPERATIVE EDUCATION 120

Cooperative Education 120 provides students with an opportunity to explore a career that is of interest to them. They are placed in an on-the-job training experience that enables them to apply skills already learned in school or to learn new skills. **Interested students must complete an application form available from the Cooperative Education teacher or Guidance Department.** Acceptance into the course depends upon the suitability of the student for training placement and the availability of placements.

CO-OP EARLY CHILDHOOD 120

Early Childhood Co-op is a co-op program where you work in a licensed childcare center and complete the Early Childhood 90-hour online course. You will complete the co-op course as normal, working in a local childcare center, and you will also spend time working with a childcare expert to complete the online components of the program. You will earn credits toward graduation in Co-operative Education 120 and in Early Childhood Services 110 or 120; depending on how you want to earn credits. You will also earn the Early Childhood Certificate that shows you are ready to work in any licensed childcare center in the province.

CO-OP LONG TERM CARE 120

This is a co-op program at a licensed long-term care facility where you will complete classroom and practical training with students from across the province. You will complete the co-op course, working in a care facility with seniors and other individuals needing long-term care. You will earn credits towards graduation in Co-operative Education 120 and Health Care 110. You will also receive employment ready recognition from the care facilities involved in the program. This means that students successfully completing the program will be eligible for a follow-up preceptorship (96-hour placement) and possible employment with these centers.

CULINARY TECHNOLOGY 110

Culinary Technology 110 is an entry level hands-on food service training course designed for students who may be considering a career in the food service industry. Culinary skill sets include industry organization, standards, safety, and sanitation, use of tools and equipment, and food preparations. Students will study the theory of each skill and then practice those skills under supervised lab activities. The labs include learning to make cookies, quick breads, pies/pastries, icings/fillings, and baking with yeast. There is also time spent learning to run a small food business.

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, plus: development of skills and knowledge needed in the food service industry, understand sanitation and safety challenges in food service, and to gain knowledge in standard procedures used in food preparation and service. Students are encouraged to learn through enterprise activities. Labs include influences on North American cuisine, food for meals (legumes, fruits and vegetables, shellfish, meat cuts), menu management, plating, and additional food preparation skills. Additional theory includes the planning of quality meals, ordering, pricing, preparation, and service.

D

DANCE 110

Do you love moving and being active? Do you love music and hearing the different beats? Would you like to explore the history of dance while learning the different styles yourself? Would you enjoy learning: Tap, Jazz, Hip-hop, The Tango, and so much more? Then this class is for you!

DEVELOP AND LEAD 110

Learners will have the opportunity to plan, organize, and administer projects within their schools and communities. Regardless of their comfort level or previous experience, learners will develop leadership potential in a safe and inclusive space. Learners will explore various roles in group dynamics, including being a leader, collaborating with others, and contributing positively to learning experiences. When learners take on leadership responsibilities, overall participation increases, and engagement improves. Leadership potential is developed when learners are provided the autonomy to create initiatives which build and reinforce leadership attributes, styles, and skills. This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members.

DIGITAL PRODUCTION 120

Digital Technologies 120 offers students the opportunities to produce different forms of media. It explores the areas of ethical issues surrounding media production and consumption, copyright and the appropriate use of copyrighted materials, creation and manipulation of digital imaging, effective web design and application of web tools, examination of audio production and creation of audio projects, examination of video production and creation of video projects. Digital production focuses on producing content for an audience.

DRAMATIC ARTS 110

Dramatic Arts 110 is an introductory course designed for any student interested in developing skills related to creativity, performance, and production. This course is highly participatory and requires consistent attendance to facilitate the development of collaborative projects and student engagement in new experiences.

DRAMATIC ARTS 120

Dramatic Arts 120 is a course that assumes an enhanced level of theatrical experience. Successful completion of Dramatic Arts 110 is highly encouraged, but not required. In collaboration with their teacher and peers, students are encouraged to direct their learning and decide how to demonstrate the acquisition of skills. Students will collect evidence of learning and expand upon the skills acquired in Dramatic Arts 110.

E

EARLY CHILDHOOD SERVICES 110

This course explores child development principles from infancy to 6 years old. Topics include types of early childhood programs, assessment, curriculum, and qualities of an early childhood worker.

Daycare/kindergarten guidelines are examined. Students will plan lessons to teach children ages 4-6 and design a daycare center. Students will make arrangements to do daycare/kindergarten observations.

EARLY CHILDHOOD DEVELOPMENT 120

This course is “a study of the most significant resource that we possess-children”. Early Childhood Development 120 explores how children develop physically, socially, emotionally, and intellectually. Students will be required to do observations of children between the age of six months and five years. Thus, ongoing observations and experiences with children is an essential part of this program. Marks are based on observations, a scrapbook, and a final exam.

ECONOMICS 120

Economics 120 examines economic theory and practice. Students will analyze fundamental economic concepts including the interaction of supply and demand, the fundamentals of money and banking, producing and trading. The course will provide students with a basic understanding of our Canadian economic system and will explore the various factors that affect economic decision-making as individuals and as groups.

ELECTRICAL WIRING 110

Students will learn about electricity basic, circuit arrangements and connections, wiring methods, and Canadian Electrical Code requirements. This course will allow the participant to develop skills needed to install and maintain electrical systems, a knowledge of specialized tools, and materials. There will be a balance of in-class and lab learning pursuits. Some topics of interest are AC/DC circuits, installing household electrical components, and electrical safety. This course will be of particular interest to students who are considering a career as an electrician, linesman, electrical engineer, electronics engineer, instrumentation technician, or any other career that deals with electricity. There will be a final exit project to cover curriculum outcomes at the end of the course.

ENGLISH LANGUAGE ARTS

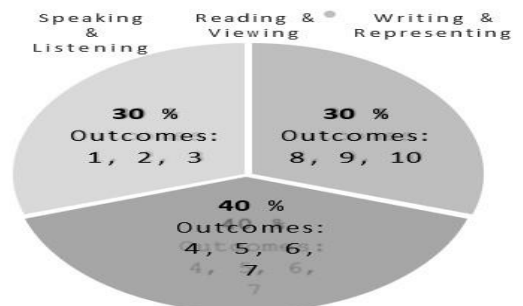
English Language Arts 9, 10, 11 A & B and 12 focus on the continued development of the necessary skills of effective reading/viewing, writing/representing, and speaking/listening.

Evaluation & Reporting – Teachers assist students in developing their capacity to be independent, autonomous, to set individual goals, to monitor their own progress, to determine next steps, and reflect on their thinking and learning. Evaluation will occur once students have had the opportunity to practice skills, to receive feedback, and to use feedback to inform their revisions.

Teachers will obtain assessment information from the triangulation of student evidence, which may include formal and informal observations; discussions; learning conversations; questioning; conferences; homework; tasks done in groups; projects; portfolios; performances; and assessments.

Category Weightings – Reporting of grades will be broken down into the following grade categories

- Speaking & Listening 30%**
 - Formative Assessment
 - Summative Assessment
 - End of Term Assignments
- Reading & Viewing 40%**
 - Formative Assessment
 - Summative Assessment
 - End of Term Assignments
- Writing & Representing 30%**
 - Formative Assessment
 - Summative Assessment
 - End of Term Assignments



Reading and Writing Achievement Standards

English Language Arts assessment is based on the provincial achievement standards. The achievement standards are intended to establish common expectations in reading and writing among Atlantic Canadian educators for students at the end of designated grade levels (entry through grade nine). The standards address the question, “**How well should students be able to read and write independently by the end of each grade level?**” and are based on both the reading and viewing outcomes and the writing and representing outcomes within the 1998 Atlantic Canada English Language Arts Curricula, Entry through Grade Nine. The project directive focuses only on defining reading and writing achievement standards. However, not to be diminished is classroom instruction in the other language arts outcomes (i.e., those outcomes not addressed from the reading and viewing, the writing and representing, and the speaking and listening strands).

Materials – According to provincial standards students are required to explore a variety of genres in their independent reading. The same standards also recommend students engage in independent reading for a minimum of 2 hours a week (15-20 minutes a day) outside of instructional time. During class time these standards recommended 15-20% is spent with independent reading. As a result, students may be required to obtain their own reading material and/or speak to their teacher for recommendations and support.

ENGLISH LANGUAGE ARTS EXTEND 10

ELA 10 Extended is an elective one semester course. It is designed to extend a student’s English Language Arts learning based on their interests, needs, and strengths.

ENGLISH LANGUAGE ARTS 112 - Literary Texts

Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards and the provincial framework for Literary Texts. Significant literacy pieces from the past, as well as those of contemporary and personal interest will be among the print and visual texts students encounter. Students will demonstrate a commitment to their goals established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: ELA 10**

ENGLISH LANGUAGE ARTS 112 - Informational Texts

Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards and the provincial framework for Informational Texts. Significant literacy pieces from the past, as well as those of contemporary and personal interest will be among the print and visual texts students encounter. Students will demonstrate a commitment to their goals established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: ELA 10**

ENGLISH LANGUAGE ARTS 113 - Literary Texts

Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards and the provincial framework for Literary Texts. This English course provides a variety of experiences with language and texts to develop competencies in speaking, listening, reading, viewing, writing, and other ways of representing. English level 3 courses may differ in terms of pace, scope emphasis and resources from level 2, but all students in all levels work toward meeting the same provincial English Language Arts outcomes. Goals will be established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: ELA 10**

ENGLISH LANGUAGE ARTS 113 - Informational Texts

Developed for students wishing to pursue the study of English Language Arts, which is based upon

provincial appropriate achievement standards and the provincial framework for Informational Texts. This English course provides a variety of experiences with language and texts to develop competencies in speaking, listening, reading, viewing, writing, and other ways of representing. English level 3 courses may differ in terms of pace, scope emphasis and resources from level 2, but all students in all levels work toward meeting the same provincial English Language Arts outcomes. Goals will be established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing.

Prerequisite: ELA 10

ENGLISH LANGUAGE ARTS 122

Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards. Students will engage in a wide variety of experiences in speaking and listening, reading, and viewing, writing and other ways of representing while concentrating on critical and personal response to Canadian and world literature. Students will demonstrate a commitment to meeting established goals for each of the following: speaking and listening, reading, and viewing, and writing and representing. **Prerequisite: ELA 11**

ENGLISH LANGUAGE ARTS 123

Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards. This English course provides a variety of experiences with language and texts to develop competencies in speaking, listening, reading, viewing, writing and other ways of representing. English level 3 courses may differ in terms of pace, scope emphasis and resources from level 2, but all students in all levels work toward meeting the same provincial English Language Arts outcomes. Goals will be established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: ELA 11**

ENTREPRENEURSHIP 110

Entrepreneurship is about developing a business. Students in Entrepreneurship 110 will be creating a small acreage farm business here at OHS. This course will focus on students creating ideas, skills and recognizing business opportunities. Students will learn about creating a small business via group work, research, videos, guests, and hands-on experiences that will help build a possible future career. This course is dedicated to student-lead investigation where critical thinking, problem solving, and decision-making skills will be developed in the process of examining and analyzing agriculture issues as a business. This is an excellent course for students who wish to continue the study of business and or agriculture/agribusiness. Students will also be required to complete mandatory oral presentations as part of this curriculum.

ENVIRONMENTAL GEOSCIENCE 110

This course involves students in an examination of the current state of planet Earth. Students will determine how it got to be this way and look at the long-term future of the planet and its passengers. The course is particularly recommended to students interested in the environment, space, geology, and mapping. The course presents an introduction to geographical skills and methods that are basic to further study of this subject.

F

FASHION TECH/DESIGN 110

This course is designed to introduce and prepare students for possible careers in the fashion industry. It deals with the history of the Textile Apparel industry, characteristics and construction of fabrics, careers available and the skills required, plus basic construction and product assembly with technology.

FASHION TECH/DESIGN 120

This course is designed to give students the opportunity to create, learn, and explore in the field of fashion design. In addition to theory, students will work hands on with a variety of technologies to design and create their own mini collection including a basic accessory. Students will develop sketching techniques to create fashion illustrations, learn the basics of pattern drafting, put together a design portfolio, and learn about fashion promoting and marketing. Basic sewing will NOT be taught.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This course is the first of two courses in Pathway 1 designed for entry into post-secondary trades and technical programs, or for direct entry into the workforce. Concepts of right triangles, trigonometry, and angles of elevation and depression apply to contextual problems. Scale models and drawings of 2-D and 3-D objects are constructed from various views and perspectives. Students are challenged to solve problems that involve numerical reasoning. Costs and benefits of renting, leasing, and buying are explored, investment portfolios analyzed, and personal budgets developed. Students manipulate and apply formulas in a variety of ways and solve problems using proportional reasoning and unit analysis.

Prerequisite: GMF 10

FOUNDATIONS OF MATHEMATICS 110

This course is a prerequisite for a second Foundations of Mathematics course in Grade 12, providing a pathway designed for entry into academic programs not requiring pre-calculus. It is also a pre-requisite for Pathway 3 and 4. Students model and solve problems involving systems of linear inequalities in two variables. Characteristics of quadratic functions are explored in depth including vertex, intercepts, domain, and range. Students develop logical reasoning skills and apply this to problems involving angles and triangles, the sine law, and the cosine law. Costs and benefits of renting, leasing, and buying are explored, and investment portfolios are analyzed. **Prerequisite: GMF 10 AND NRF 10**

FOUNDATIONS OF MATHEMATICS 120

This is the second of two courses in Pathway 3 designed for entry into post-secondary academic programs not requiring Pre-Calculus. In statistics, students are introduced to normal curves, and learn to interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning, students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed, and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions, and sinusoidal functions to solve problems. **Prerequisite: Foundations of Mathematics 110**

FORESTRY 110 (FOMERLY WOODLOT MANAGEMENT 120)

Working in the school's woodlot students will learn the practices of managing a woodlot in an effective and environmentally sensitive manner.

FRAMING AND SHEATHING 110

In this course students will be introduced to the process used in house construction. A combination of classroom learning and hands-on experience in the carpentry laboratory will familiarize students with the tools, materials and techniques used in home construction and renovations.

FI MODERN HISTORY 112

This course is for students who have successfully completed FI Social Studies 10. The purpose is to continue the student's progress through the sequential French Immersion option at the high school level. FI History 112 presents a study of the French Revolution, World War I, World War II, and the Cold War. In addition, it assists students to understand and use several of the skills used in historical research and

writing. **There will be a continued insistence on the use of French both as the language of instruction and communication in the classroom.**

FI LANGUAGE ARTS 110

This course is the second in the sequence of French Immersion Language Arts courses in the French Immersion option. Through this course students will continue to expand their facility in oral and written French with the following general objectives:

1. To ensure at the high school level, the maintenance and progression of the linguistic acquisitions of the pupil coming through the middle school French Immersion program and FI Language Arts 10.
2. To continue to emphasize communication to foster growth of the language skills: listening, speaking, reading, and writing.
3. To encourage the use of the language as a vehicle allowing pupils to express themselves in a fitting manner suited to their intellectual, social, and emotional growth.
4. To increase the pupil's cultural knowledge and experiences to promote an appreciation for the French-speaking population and culture of our country and of other parts of the world.

The course content will include oral expression, composition, and a further study of grammar, literature, and culture. The objectives of the course will be realized through exposure to various texts, novels and short stories, poetry, drama, newspapers, and magazines. **There will be a continued insistence on the use of French both as the language of instruction and communication in the classroom.** This is a **compulsory** course for those students who have elected to follow the French Immersion option at the high school level. Students continuing with the French Immersion option and who have successfully completed this course will select FI Language Arts 120.

FI LANGUAGE ARTS 120

This course is the final French Immersion Language Arts course in the French Immersion option. Through this course students will continue to expand their facility in oral and written French with the general objectives as stated in the course description for FI Language Arts 110. The content of the course is based on five components: oral expression, composition, grammar, literature, and culture. To realize the stated objectives of the course, there will be continued exposure to various texts, French novels and short stories, poetry, drama, newspapers, and magazines. **There will be a continued insistence on the use of French both as the language of instruction and communication in the classroom.** This is a **compulsory** course for those students who have elected to follow the French Immersion option at the high school level. The New Brunswick Oral Proficiency Interview is a required part of this course.

Prerequisite: FILA 110

FI PERSONAL INTEREST COURSE 110

For FI students only, FI Personal Interest 1 is a course that provide the opportunity for students to pursue an individual interest or passion. Students will determine the focus of their learning with help from educators and other mentors in the school or local/global community.

FI TECHNIQUES DE COMMUNICATION 110/120

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%) as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression) and oral interaction (taking part in conversation).

FINANCIAL ACCOUNTING 120

This course introduces the student to accounting procedures, concepts, and applications. Course topics include nature of business, accountancy as a career, bookkeeping procedures, accounting theory, the accounting cycle, subsidiary ledgers, inventory control systems, accounting controls, payroll, adjustments,

accruals, partnerships, corporations, statement analysis, and automated accounting. The course is designed for those students intending to study business at postsecondary institutions.

G

GRAPHIC ART AND DESIGN 110

This course will provide the opportunity for learners to explore the skills, processes and knowledge involved in graphic art and design. This includes developing foundational skills such as drawing, understanding various media, working with principles and elements of art and design, and image manipulation. Students will produce and will be assessed on many projects that may include an original layout for a newsletter, catalogue, logos, and brochures as well as designing and crafting effective promotional pieces, publications, and digital art. Students will be introduced to creative problem solving and design processes to create art and design products. Learning expectations include a special emphasis on critical visual literacy in the industry of graphic art and design.

GROWTH, GOALS, AND GRIT 120

Research has identified key factors that impact student success. These challenges are not specific to any one subject area but affect all learning opportunities and life demands. Reading and communication skills as well as self-regulation strategies impact success in school and life. Goals, Growth, and Grit: Skills for Success 120 is an elective course for students who intend to continue formal education in a post-secondary institution and for whom explicit and direct instruction with these key skills and strategies will build capacity to realize potential. Goals, Growth, and Grit will provide students with skills in three main areas – positive and productive mindsets and behaviors, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits.

H

HEALTH CARE 110

During this course, you will learn about and experience many different aspects of our healthcare system in New Brunswick. You will explore various Health Care careers, different medical cases, and supplies used by healthcare personnel. As well, you will have hands-on practice where you will learn basic skills such as: making a hospital bed, using a wheelchair, taking vital signs, and applying tensor bandages and slings. We will also have guests visit from different healthcare professions. It is truly an interactive experience.

HOSPITALITY AND TOURISM 110

Students will explore the sectors of the Travel Industry including accommodations, food and beverage, adventure tourism, and transportation. Students will have the opportunity to create and evaluate Hospitality and Tourism through its past and into the future. Students will learn valuable customer service skills and create a dream vacation for themselves through a term project. The skills learned will benefit the students with transferable skills for future employment opportunities. This course will explore areas of travel and tourism opportunities around the globe.

HOUSING AND INTERIOR DESIGN 120

Housing and design is intended for students who wish to increase their awareness of the housing environment and the implications of technological advancement. Housing decisions represent the single largest expenditure of the family income for most households. The course demonstrates the value of creativity and individuality in designing a living environment.

Students will learn:

- 1 To raise the student's awareness of architectural aesthetics.
- 2 To understand the motivating factors that have an impact on the economy and environment.
- 3 To utilize the elements and principles of design as they apply to interior décor.
- 4 To encourage individual creativity through interior design.
- 5 To incorporate technology options in the living environment.

HUMAN PHYSIOLOGY 110

The goal of this course is to build an understanding of the physiology of the human body as a complex dynamic organism that is self-contained but impacted by and responsive to the outside world. Students will build their scientific literacy skills as they focus on the biology and healthy functioning of all major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices, and disease.

HUMAN SERVICES 110

The overall aim of Human Services is to increase students' awareness of the importance of human service work. Inclusive communities and an aging population are creating many opportunities in the human service field. This course will develop work-related competencies and explore post-secondary learning, innovations and careers in the human service industry.

**INDIVIDUAL AND FAMILY WELLNESS 120**

In this course, students will study growth as an individual and as a family member. This course may include the Parenting Simulation using Real Care Babies. Lessons are often done in a seminar setting where there is sharing of ideas and research. Videos and speakers from community service organizations are accessed whenever possible. Marks are based on class work, projects, tests, and a final exam.

INTERNAL COMBUSTION ENGINES 110

This is a course designed to develop proficiency in the repair, overhaul, and service and testing of the internal combustion engine and other automotive components. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits. This course should be of interest to students who wish to enter or learn about the opportunities and requirements of the motor vehicle service industry and students with a general interest in mechanics.

INTRO TO ACCOUNTING 120

This one-semester accounting course introduces the student to procedures, concepts, and applications to include: accounting as a career, the accounting cycle, subsidiary ledgers, accounting proofs and controls, synoptic journals, the five-journal system, payroll, adjustments and closing entries, analysis of statements and case studies. The course is designed to ready students to study business at post-secondary institutions or to gain an understanding of business finances as future entrepreneurs.

INTRO TO ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base skills for investigating and analyzing environmental issues and for communicating their knowledge and analysis to others. Students will be able to outline the ecological processes inherent in natural ecosystems and how these can be impacted by human activity. Identify the impact of personal behaviors on the environment, and recognize that caring for and sustaining natural environments is an element of responsible global citizenship, demonstrate an understanding of the importance of sustainable development, considering environmental, social, cultural, and economic aspects, to effectively resolve issues, analyze and propose solutions to current environmental issues through research, experimentation and a presentation of their findings with respect to the issue.

INTRODUCTION TO APPLIED TECHNOLOGY 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. There will be a series of tests, a mid-term and an exam. Evaluation will consist of 70% hands on and 30% tests and exams.

INTRODUCTION TO KINESIOLOGY 120

How does physical activity affect the aging process? What physiological changes characterize the relaxation response? How do humans adapt to environmental stresses? Kinesiology involves the multidisciplinary study of human movement and function.

J

JOURNALISM 120

Journalism 120 will develop student expertise in concise and accurate writing. It offers opportunities to practice critical thinking, writing, and representing skills in a variety of real-world situations. The course emphasizes the role of a journalist to bear witness, to document, and to provide a narrative of the daily life of a society and the world. Students will develop a deeper understanding of the importance of well-informed literate citizens to maintain a democratic society. They will think critically, work cooperatively and collaboratively, discuss and deconstruct relevant issues, research, write persuasively and understand news values.

K

KINESIOLOGY 120

This course is designed for students planning to take kinesiology, science, or nursing at the university/college level. This will be a fully developed academic course which will include a variety of engaging instructional practices and group activities including demonstrations, student presentation, guest speakers, as well as activities that will enhance the students' knowledge of kinesiology. Students will develop their skills in critical thinking and problem solving while using technology as a tool to enhance their knowledge. Topics covered during this course will include human anatomy, exercise science, recreation, and sport studies, as well as careers in Kinesiology.

L

LAW 120

This elective course provides the student with a basic knowledge of the Canadian legal system, its operation, and an awareness of the impact of law on one's life. Major topics of the course include legal systems, civil and criminal law, human rights, property law and labour law.

M

MEDIA STUDIES 120

Media Studies 120 offers students opportunities to experience and respond to many forms of media. It explores the impact and influence of mass media and popular culture by examining texts such as films and television shows, songs and advertisements, sports and games, packaging and clothing, online and offline information sources, blogs, and social networking sites. By coming to understand how media texts are constructed and why they are produced, students will develop the skills needed to respond to these texts intelligently and responsibly when they encounter them. The organized study of the mass media increases students' critical judgement, their awareness of the global village and its values, and their place in society. It promotes open-mindedness, effective communication, and organizational skills through repeated opportunities to view, listen, speak, read, write, create, and represent.

MILL & CABINET WORK 120

This course is designed to provide students the knowledge and skills required to build cabinets and various woodwork projects. Emphasis is placed on using and maintaining woodworking tools and machines. It should appeal to students interested in carpentry and various wood working projects. There is no prerequisite for this course, and it is available for all Grade 11 and 12 students. Preference will be given to Grade 12 students.

METALS FABRICATION 110 (Welding)

This course is concerned with the processes used in industry to safely cut, form and fasten metal. Emphasis is placed on the development of basic skills needed to use electric-arc and oxy-acetylene welding and cutting processes including the preparation of material for welding. Machines and processes used to lay out, cut and form sheet metal are also introduced. It should appeal to students interested in entering occupations in metalworking, mechanical service, and primary resource industries. A suitable take-home project will be constructed during this course.

METALS PROCESSING 110

Students in this course develop skills in the operation of lathes, grinders and milling machines. In the lab they learn a variety of processes used to form and repair metal parts for machines and tools. This course would appeal to students considering a career in the mechanic or machinist trades, mechanical engineering or mechanical technology areas.

MODERN HISTORY 112

This course provides the opportunity for students to engage with citizenship concepts crucial to the functioning of a democracy and explore how they have appeared over time. Students will use historical thinking concepts to inquire about and investigate major events in Western history that have shaped how

the world functions today. Topics will include the French Revolution, Industrialization, WWI and WWII, the Holocaust, and post WWII era. This content will be used to practice the skills to support the historical thinking concepts with a focus on making connections to present day events and issues.

MODERN HISTORY 113

Modern History 113 is designed to provide an understanding of the main events of the twentieth century, as well as some familiarity with a few of the basic skills used to interpret historical accounts. A survey approach is given to the following topics: Basic World Geography, French Revolution, Industrialization, Life in the 1920's and 1930's, World War I, World War II, Cold War and United Nations.

MUSIC 112

This course consists of practical performance, music theory, prescribed scores, listening and music history. Students may choose from Instrumental, Vocal or General

MUSIC 122

This course is designed for the advanced and serious student of music who wishes to pursue the subject as an avocation or who may be interested in further studies at the post-secondary level. The course assumes an advanced level of musical literacy, good aural skills, a sound theoretical background, knowledge of historical styles and forms and an interest in improving upon and expanding their areas of musical knowledge and expertise.

N

NBCC SKILLED TRADES AND WORK READY MATH 120

This course is the final course offered in Pathway 1 in the Graduation Pathways for Mathematics and follows Finance and Workplace Mathematics 110. **This is a dual credit course.** Successful students looking to acquire a post-secondary credit at a NBCC campus can complete a recognition of prior learning form at NBCC and may be awarded Math Foundations 1208 upon beginning their program of study. Topics of study include whole numbers, decimal number, fractions, ratios, proportions, measurement, and geometry. The focus of the course is to apply mathematics to a variety of trades-based applications and hand-on learning opportunities will be provided.

NUMBER, RELATIONS, AND FUNCTIONS 10

This is the beginning course for the graduation pathways for Mathematics 2, 3, and 4. It is designed to prepare students for Foundations 110 or Financial and Workplace 110. This is an algebra-based course. Students will create factor trees to find prime and common factors of various numbers. Students will demonstrate an understanding of the properties and laws of square and cube roots. The study of irrational numbers is continued. Students will solve problems involving the properties of exponents including integral and rational exponents. Students will solve problems involving polynomial expressions with a large focus on trinomial factoring. The study of linear relations and functions is continued with a focus on the slope formula, distance formula, and midpoint formula.

NUTRITION FOR HEALTHY LIVING 120

Through research, the science of nutrition continues to expand. It is important to understand information provided and to make smart, healthy decisions. Nutrition for Healthy Living 120 is designed to make students aware of preventative strategies to contribute to overall wellness, make healthy food choices and maintain a balance between eating habits and physical activity. Current issues relating to chronic diseases, lifestyles and food technologies will also be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyles choices. This is an excellent course for

those concerned with personal wellness or for students who wish to pursue a career in science and nutrition or health-related fields.

O

OUTDOOR EDUCATION 110

The course will develop personal outdoor recreation skills based on environmental ethics. Students must satisfy the required series of out-trips that may be daytrips, overnight excursions, or extended trips. The course may include but is not limited to camping, hiking, kayaking, climbing and other outdoor adventure activities.

P

PERSONAL INTEREST COURSE 1/2

This course is designed to promote learner agency and support personalized learning. Students selecting this course are provided with the time and opportunity to develop and pursue personal interests. Students will be required to design the program of study in conjunction with their teacher(s), and/or other mentors in the school or community.

Project examples could include: A Capstone Project (local or community action), an in-depth study in a specific problem, the study of and support to the Calls to Action in the Truth and Reconciliation Recommendations, development of a relevant skill set or methodology such as project management, time to pursue a life skill such as financial literacy or an additional language, or to perfect a particular gift or talent that increases personal well-being. Resources for this course will be accessed through the school, the community or through grants and accessing these resources will be part of the learning process. Students will need a high degree of independence and there is an application process for those interested.

HEALTH AND PHYSICAL EDUCATION 10

Physical Education 10 has both practical and theory components. Students alternate between the classroom and the gym to cover both parts of the course. The curriculum outcomes described below identify the skills, knowledge, and attitudes expected of students upon completion of their studies in physical education.

PHYSICS 112

This course is the first of two sequential Physics courses. Successful completion of Physics 112, as well as giving a science credit for high school graduation, provides valuable background for those university-bound students interested in such fields as engineering, physics, oceanography, meteorology, astronautics, any of the physical sciences, or any program for which Physics is a prerequisite. UNB may require students entering Science, Engineering, and Forestry to have credits in Physics 112 and 122. NB Community College may require credits in Physics 112 and 122 for entrance to some technology courses. The topics covered are measurement, motion, forces, wave motion, sound, light, work, and energy. Students will have several laboratory sessions on these topics. **Recommended: GMF 10, Science 10, and NRF 10, Foundations of Mathematics 110**

PHYSICS 122

This course is the second of two sequential Physics courses and is designed for students who have successfully completed Physics 112 or equivalent. Topics covered are vectors, circular motion, projectile motion, momentum, mechanics, universal gravitation, and fields. Students will have several laboratory sessions on these topics. UNB may require students entering Science, Engineering, and Forestry to have credits in Physics 112 and 122. NB Community College may also require credits in Physics 112 and 122 for entrance to some technology courses. **Prerequisite: Physics 111 or 112 AND Foundations of Mathematics 110**

POLITICAL SCIENCE 120

Political Science 120 is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons. Canadian municipal, provincial and federal governments will be examined, as will various international bodies, especially the United States. This course is particularly useful for students planning university study in the Humanities.

POPULAR MUSIC 120

This course will cover the major styles of popular music from the 1950's to the present, from rhythm and blues to hip hop, from Elvis Presley to The Beatles to Eminem. The course will examine the musical elements, major artists, and social, political, and economic aspects related to each style and era in popular music. Some of the styles cover as well as the respective artists include: Rhythm and Blues, Country and Western, Pop Rockabilly, Folk, Rock, Fusion, Disco, Rap, Punk, Grunge, Motown, and Alternative.

POST INTENSIVE FRENCH 110

This course continues the sequence of Post Intensive French courses. This course extends the range of language skills, structures and concepts for effective communication in French in a variety of situations. It is designed for students who have successfully completed Post Intensive French 10. Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second language. Themes at this level include mysteries, injustices, and the power of photography.

POST INTENSIVE FRENCH 120

This is the final course in the program of Post Intensive Language courses. This course deepens and sharpens the language skills, structures and concepts for effective communication acquired in Post Intensive French 110. Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second language. Themes at this level include looking to the future, ecological challenges, similarities and differences and careers. The New Brunswick Oral Proficiency Interview is a required part of this course.

POWER TRAIN & CHASSIS 110

This course is designed to develop proficiency in the service and maintenance of the vehicle chassis and power train. Emphasis is placed on the function, repair and replacement of components and includes spring and shock assemblies, brakes, steering, wheel bearings, tires, transmissions, differentials, and drivelines.

PRE-CALCULUS 110

This course in Pathway 4, followed by later courses in Pre-Calculus and Calculus, is designed for entry into post-secondary programs requiring Pre-Calculus. Students demonstrate an understanding of absolute value of real numbers, and solve problems that involve radicals, radical expressions, and radical equations. Students determine equivalent forms, simplify rational expressions, and solve problems that involve rational equations. They develop an understanding of angles in standard position (0 degrees to 360 degrees) and solve problems for these angles using the three primary trigonometric ratios.

Polynomial expressions are factored, and absolute value functions and quadratic functions are analyzed and graphed. Students solve problems that involve quadratic equations and solve, algebraically and graphically, problems that involve systems of linear-quadratic and quadratic-quadratic equations in two variables, and quadratic inequalities in one variable.

PRE-CALCULUS 120A

This course in Pathway 4 follows Pre-Calculus 110 and precedes Pre-Calculus B 120. Students demonstrate and apply an understanding of the effects of horizontal and vertical translations, horizontal and vertical stretches, and reflections on graphs of functions and their related equations. They are introduced to inverses of functions, logarithms, and the product, quotient and power laws of logarithms and use these laws and the relationship between logarithmic and exponential functions to solve problems. Students are introduced to angles in standard position, expressed in degrees and radians, and to the unit circle. The six trigonometric ratios and the sine, cosine and tangent functions are used to solve problems. First- and second-degree trigonometric equations are solved algebraically and graphically with the domain expressed in degrees and radians. Trigonometric identities are proven using reciprocal, quotient, Pythagorean, sum or difference, and double-angle identities.

PRE-CALCULUS 120B

This course in Pathway 4 follows **Pre-Calculus A 120** and precedes **Calculus 120**. Students analyze arithmetic and geometric sequences and series to solve problems. They are introduced to concepts of probability including permutations, combinations, and binomial expansion. They learn to factor polynomials of degree greater than 2, and to graph and analyze polynomial functions. They also graph and analyze radical, reciprocal, and rational functions, building a function toolkit. Students are introduced to the concept of limits and determine the limit of a function at a point both graphically and analytically. They explore and analyze left- and right-hand limits as x approaches a certain value using correct notation, analyze the continuity of a function and explore limits which involve infinity.

PSYCHOLOGY 110

This course is an introduction to psychology. Students will begin to explore psychology as a social science that seeks to answer questions about us all – how we think, feel and act. Students will learn to think critically as they explore human nature in depth. Topics include intelligence, nervous system, the brain, sleep and dreams, hypnosis, nature vs nurture, personality, psychological disorders, research strategies. Regular attendance and participation in class discussions is very important in this course. The final assessment for the course will be an exit project which will allow students to conduct a research experiment or survey on a topic of their choice.

PSYCHOLOGY 120

This course is a continuation of Psychology 110. Students will continue to explore psychology as a science that seeks to answer many of the questions about human behavior – why we think, feel, and act the way we do. Topics include social relations, information processing, forgetting and memory construction, motivation and emotion, effects of stress, treatments for psychological disorders, classical and operant conditioning, and observation learning. Regular attendance and participation in class discussions is very important in this course. The final assessment for the course will be an exit project which will allow students to conduct a research experiment or survey on a topic of their choice. **Prerequisite: Psychology 110.**

R

READING TUTOR 120

This course presents a unique opportunity for students with good academic achievement, excellent attendance and good communication skills. Under the guidance of the instructor, tutors work on a one-to-one basis with students who are seeking to raise their reading level and to improve their writing skills. Tutors learn basic reading theory and teaching techniques and are assigned one student to work with for the term. A real commitment is required (in attendance and day by day planning) since the student depends on the tutor. This is a chance to make a positive contribution to our school and to a local elementary school, to acquire leadership skills, and to experience a real-life-teaching situation.

RESIDENTIAL FINISH AND INSULATION 120

This course is designed to provide the instruction and practical experience necessary for the completion of the exterior and interior of houses. Included in this course are the use of tools and techniques required to install roofing, siding (vinyl and wood), exterior trim, doors, windows, insulation, drywall, and interior trim. This course would appeal to students interested in carpentry. Good attendance is mandatory in this course.

S

SCIENCE FOR SUSTAINABLE SOCIETY 10

Science 10 is a course that focuses on the nature of science and learning and living Sustainably. The nature of science involves students understanding the world through careful, systematic inquiry. Students discover that scientific knowledge produced through this process is both durable and subjected to change. Learning and Living Sustainably encompasses the students understanding that science affects and is affected by society. **This is the recommended course option for students who plan to continue in Chemistry or Physics.**

SOCIOLOGY 120

This course is designed to increase awareness of how humans develop as social beings and examines society's institutions in terms of the values and attitudes that enter group action. The course will provide background for the study of contemporary rapid social change as well as the cultural origins of existing social patterns. Areas of study will include the social problems presently confronting Canadian society such as crime, race and ethnic relations, urbanization, poverty, gender, and societal constructs.

SPORT AND RECREATION LEADERSHIP 120 (FORMERLY PHYSICAL EDUCATION LEADERSHIP 120)

This course is an elective course (students must apply) intended for students who wish to develop leadership skills. It is hoped that the leadership opportunities experienced in this course will develop an awareness of the need for dynamic, professional, and affective volunteer leadership within the community. The course will deal with the theoretical and practical aspects of leadership, characteristics and qualities of leaders, coaching, fitness, officiating, first aid, teaching, professional presentations, and evaluation. The "hands-on" component of the course will involve field trips, guest speakers, peer teaching, first aid certification and coaching certification. All students must complete 30 hours of community volunteer services (opportunities provided in class) to be successful in this course.

V

VISUAL ARTS 10

Visual Arts 10 is a course that provides students with a means to acquire a developmentally appropriate comprehensive art education through the three strands of General Curriculum Outcomes. The first strand is Creating/Making and Presenting. The second strand is Understanding and Connecting Contexts of Time, Place, and Community. The third strand is Perceiving, Reflecting, and Responding.

VISUAL ARTS 110

The visual experiences and technical processes in this course are organized in themes. These themes are designed to stimulate the imagination, encourage interpretation, expression, and development of personal imagery. Each unit of study will include art theory, art of different cultures and time periods, studio applications and experimentation in one of the following: Drawing, Painting, Printmaking and Sculpture, sketchbook assignments and critiques. At this level, the student is given opportunities to work independently and to explore, in greater depth, materials and concepts touched on in Visual Arts 10. There is a research presentation and an exit project requirement. Students are required to supply a sketchbook, art kit, and a portfolio. Students should have experience and/or interest in the Arts. A background in Visual Arts 10 is recommended.

VISUAL ARTS 120

Visual Arts 120 is designed for the student who has shown an intense interest in Art and who may be considering further education or a career in Art or an Art related field. The Grade 12 program focuses on 20th century Art and artists, and portfolio building. There is a major research presentation at mid-term and a final exhibition at the end of term. Students are required to supply sketchbooks, art kit and portfolio.
Prerequisite: Visual Arts 110 (or equivalent experience).

W

WELDING/METALS FABRICATION 110

This course is concerned with the processes used in industry to safely cut, form, and fasten metal. Emphasis is placed on the development of basic skills needed to use electric-arc and oxy-acetylene welding and cutting processes including the preparation of material for welding. Machines and processes used to lay out, cut, and form sheet metal are also introduced. It should appeal to students interested in entering occupations in metalworking, mechanical service, and primary resource industries. A suitable take-home project will be constructed during this course.

WELLNESS THROUGH PHYSICAL EDUCATION 110

The goal of the Wellness through Physical Education 110 curriculum is to promote healthy active living for life. Students will experience a variety of wellness activities and are expected to create and implement a personal healthy active living plan. The course is intended to allow a broad-based exploration of various dimensions of wellness and encourage a healthy, balanced lifestyle.

WORLD ISSUES 120

World Issues 120 examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the world can

have a profound effect on Canada. The future of Canada within the global community is also examined.

WRITING 110

Writing 110 is an elective course designed for students who may need extra practice developing competence in composing skills and for those students who want to further their existing proficient writing skills to prepare them for higher level English courses and for university and community college. There is an emphasis in this course for students to further develop their creative writing skills. This course includes an exit project.

Y

YOGA 110

This course will explore the physical and mental aspects of yoga – develop the acquisition and development of skills including strength, flexibility, cardiovascular endurance, balance, regulation of energies through breath and mental focus. The Yoga 110 course will allow students to participate in various activities including the yoga physical practice, personal reflection, partner assessment, group discussions and classroom theory. Forty percent of the course will be classroom based – topics will include: the history of yoga, the essentials of nutrition, ethical principles (kindness, generosity, mutual respect, and humanity). Explore exercise that help empower students, foster positive mental health and mental fitness, and help produce purposeful members of our school communities and society.

NOTES:

SAMPLE LISTING OF DISTANCE ED COURSES FROM 2023-2024

Semester 1

English Language Arts	English Language Arts 10: Informational Texts	Math	Financial and Workplace Math 110
	English Language Arts 10: Literary Texts		Foundations of Math 110
	English Language Arts 112: Informational Texts		Foundations of Math 120
	English Language Arts 112: Literary Texts		Geometry, Measurement and Finance 10
	English Language Arts 122		Number, Relations and Functions 10
	English as an Additional Language 120 Connections A2.1		Pre-Calculus 110
	English as an Additional Language 120 Connections A2.2		Pre-Calculus A 120
	English as an Additional Language 120 Expressions B1.1		Pre-Calculus B 120
	English as an Additional Language 120 Expressions B1.2		
	Media Studies 120		
Writing 110			
French Language Arts	French as an Additional Language 110 Essentials A1.1	Sciences	Biology 112
	FSL Writing 110		Biology 122
	Post-Intensive French 110		Chemistry 112
	Post-Intensive French 120		Chemistry 122
Languages	Introductory Mi'kmaw 110		FSL Intro to Environmental Science 120
	Intermediate Mi'kmaw 110		Intro to Environmental Science 120
	Introductory Wolastoqey 110 (AM only)		Physical Geography 110
	Intermediate Wolastoqey 110 (AM only)		Physics 112
	Spanish 110		Physics 122
	Science 10		

Skilled Trades and Technology	Business Organization and Management 120	Business Organization and Management 120
	Computer Science 110	Computer Science 110
	Computer Science 120	Computer Science 120
		Cybersecurity 120
	Digital Production 120	Digital Production 120
	Entrepreneurship 110	Entrepreneurship 110
	FSL Cooperative Education 120 (Hybrid)	FSL Cooperative Education 120 (Hybrid)
	FSL Hospitality and Tourism 110	FSL Hospitality and Tourism 110
		Health Care 110
	Hospitality and Tourism 110	Hospitality and Tourism 110
		Information Technology 120
	Intro to Accounting 120	Intro to Accounting 120
Nutrition for Healthy Living 120	Nutrition for Healthy Living 120	
Social Studies		Canadian Geography 120
	Canadian History 122	Canadian History 122
	FSL Law 120	FSL Law 120
	Law 120	Law 120
	Modern History 112	Modern History 112
	Modern History 113	Modern History 113
	Political Science 120	Political Science 120
World Issues 120	World Issues 120	
The Arts	Creative Arts 110	Creative Arts 110

Enhanced Coop Programs (registrations need to be confirmed based on partner site availability and program capacity)

Semester 1	Semester 2
Early Childhood Coop (2 or 3 period, morning or afternoon)	Early Childhood Coop (2 or 3 period, morning or afternoon)
Long-Term Care Coop (3 period, morning only)	Long-Term Care Coop (3 period, morning only)